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*The Influence of Cross Culture on Teaching Civilization*

*A survey on 3<sup>rd</sup> year Students and Teachers of English at  
Laghouat University*

A Dissertation Submitted to the Department of English in Partial Fulfilment of the  
Requirements for the Degree of Master in Civilization, Literature and Language  
Teaching

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## **Dedication**

To my beloved parents for their patience, help, and support during all the years of my study.

To my brothers and sisters for their encouragement and love,

To all my teachers from the first steps of my study in the primary school until now, who enlightened my mind by knowledge and culture.

To all my friends.

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## Abstract

At present, cross-cultural communication has become important; the teaching of civilisation at the EFL Department is supposed to improve students' intercultural skills. This study aims at investigating whether or not teachers of civilisation integrate culture, and what are the appropriate techniques and materials they use in teaching. The method used in this study includes students and teachers' questionnaires, and classroom observation, where students' interaction with teachers is taken into consideration, also their attitudes and views about the techniques and materials their teachers use in class. It also included teachers' view about teaching culture and civilisation. The findings of this research have shown that teachers of civilisation dealt with the main cultural aspects when teaching civilisation. They also have revealed that the way of teaching culture requires appropriate materials and techniques in order to integrate culture in teaching civilisation properly.

في الوقت الحاضر ، أصبح التواصل بين الثقافات مهماً ، ومن المفترض أن يؤدي تدريس الحضارة في قسم اللغة الإنجليزية كلغة أجنبية إلى تحسين مهارات الطلاب بين الثقافات. تهدف هذه الدراسة إلى التحقيق فيما إذا كان مدرسو الحضارة يدمجون الثقافة ، وما هي التقنيات والمواد التي يستخدمونها في التدريس. تضمنت الطريقة المستخدمة في هذه الدراسة استبيانات الطلاب والمدرسين، وملاحظة الفصل، حيث يتم أخذ تفاعل الطلاب مع المعلمين بعين الاعتبار، وكذلك مواقفهم وآرائهم حول التقنيات والمواد التي يستخدمها المعلمون في الفصل، كما شملت وجهة نظر المعلمين حول تدريس الثقافة و الحضارة. أظهرت نتائج هذا البحث أن مدرسي الحضارة تناولوا الجوانب الثقافية الرئيسية عند تدريس الحضارة. كما أنها كشفت أن طريقة تدريس الثقافة تتطلب مواد وتقنيات مناسبة من أجل دمج الثقافة في تدريس الحضارة بشكل صحيح.

## List of Abbreviations

<b>EFL</b>	English as a foreign language
<b>LMD</b>	Licence/Masters/Doctrate
<b>GTM</b>	Grammar translation method

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# General Introduction

## General Introduction

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Under the current trend of globalisation, intercultural education has become a goal in foreign language teaching and learning. In order to foster the students' cross-cultural communicative skills, it is important to integrate culture in language teaching and emphasis that teaching language and teaching culture cannot be separated because they are naturally linked. In EFL Department, civilisation programme is a part of studies which uncovered the learners' needs for helping them to grasp intercultural skills for cross-cultural communication in which they may face linguistic and cultural hindrances.

Through the present study which aims at investigating effective materials and techniques used in teaching civilisation, this provides them with the skills that help them to become critical observers of the other culture as well as their own culture, the purpose of this study is to encourage learners' curiosity and empathy about the target culture, and also to improve their cultural skills for cross-cultural communication. The question we are confronted within this research is:

*- Do teachers of Civilisation give importance to the teaching of culture in teaching civilisation?*

*- How they include the teaching of culture when they teach civilisation?*

Teaching civilisation entails teaching the culture of its people, many researchers discussed teaching civilisation and culture, in order to find the gap between teaching civilisation, teaching culture, learners' needs for cross-cultural communicative competence, and teachers' role in teaching civilisation we relied on four main works.

Claire Kramersch in his work Language and Culture 2004, gives an understood explanation about the relationship between culture and language, Social context and cultural authenticity using in his work fields which include sociology, linguistics, and anthropology. According to Kramersch language includes cultural reality and it controls people's minds and behaviours, and each group of people has different behaviour and thinking, Kramersch believes

## General Introduction

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that language is not a means of communication but it is symbolic system which expresses reality, identity, and values.

Byram and Grundy book of Context and Culture in Language Teaching and Learning 2003, they state that learning language entails learning its culture because language cannot be learnt without knowing the culture of its people, they also discuss how language helps people to communicate and encode messages in appropriate manner.

Byram, M.Gribkova, B. and Starkey, H : Developing the Tntercultural Dimension in Language Teaching: A Practical Introduction for Teachers. 2002. state that the teaching culture is not only the transmission of information about the target culture, they state that educating learners for intercultural understanding helps them to understand how intercultural interaction takes place in social identity, how people interaction with each other influence the success of communication.

Risager, K work, Language Teaching and the Process of European Integration 1998 , he suggests a number of approaches in order to help EFL teachers teach language and culture effectively, he proposes four approaches : foreign culture, intercultural, maulticultural, and transcultural approches, which have a significant importance for foreign language teaching, and contribute to a better teaching of culture .

Developing learners cross-cultural communicative competence has resulted from learners needs to obtain intercultural skills, this literature review helps in defining language and culture and the relationship between them, culture and civilization and the importance of teaching culture in civilization course, to enhance learners' intercultural skills for cross-cultural communicative competence many approaches are supposed.

The most important methods of collecting need analysis data are questionnaires, and classroom observation. However, we will use questionnaire to achieve more reliable and comprehensive picture, questionnaires are more useful in helping to better understand

## General Introduction

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students' needs, Students' questionnaire would be directed to third-year LMD students, and teachers of civilisation at the University of Laghouat.

The present research is divided into two main parts; a descriptive part including two chapters about the review of the related literature, and an empirical part which includes one chapter, which is concerned with the classroom observation, analysis of both quantitative and qualitative responses, and discussions of the results obtained from teachers' questionnaire and learners' ones.

Chapter one outlines some of the theoretical definitions related to the nature of language, culture, teaching culture, the importance of teaching culture. It deals with teachers' role to solve problems. This chapter deals also with explanation of approaches and materials used in teaching.

Chapter tow provides a better understanding about culture and civilization, a discussion about teaching civilisation aims and objectives followed by learners' needs, and teachers' role in teaching civilisation.

Chapter three deals with data analysis, it provides a detailed analysis of both teachers' and learners' questionnaires. It will help us to answers the questions above.

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# Chapter One

## Culture as an Important Component in Language Teaching

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### **Introduction**

Culture in language teaching

Culture and Language

Teaching culture

The Importance of teaching culture

Approaches used in teaching culture

The intercultural approach

Multicultural approach

Transcultural Approach

Thematic Approach

The task-oriented Approach

Materials for teaching culture

Techniques used to enhance learners' cultural awareness

The culture capsule

1.6. 2 The culture cluster

1.6.3 The culture assimilators

### **Conclusion**

This chapter centers on the importance of culture in language teaching and learning. It provides a brief definition of the term culture in language teaching from different perspectives. It also discusses the interrelationship between the term culture and the term language. This chapter also deals with the importance of culture in language teaching. It also focuses on the most important approaches to teach culture. Finally, it gives a number of teaching materials and techniques that are used in teaching culture.

### **1.1 Culture in language teaching:**

Due to its complicated nature, the word “culture” cannot be easily described. Initially, Chastain (1976) distinguishes between small “c” culture and big “C” Culture. Culture with big “C” focuses on the production and output of society in different domains such as history, art, and literature, whereas the second one with small “c” is related to the behaviour culture and the total way of life of a group of people. Both are of predominant importance in language teaching. However, it is the small “c” that needs greater interest, mainly in the foreign language classroom. In this vein, Byram (1989:15) describes culture as “the whole way of life of the foreign country including but not limited to its production in the arts, philosophy and high culture in general”.

A more complex definition and possibly the most quoted definition is the one given by Tylor (1971) which runs as follows: “ the complex whole which includes knowledge, beliefs, art, morals, law, custom and any other capabilities and habits acquired by man as a member of a society” (1971:1). It is clear that according to Tylor the concept of culture is related only to society and norms acquired by man within his social group. This pure anthropological description of culture refers to the side of human society which is given more importance is the social behaviour which human beings are not born with but learn in their own society.

According to Vivello (1978), as far as the anthropological perspectives are concerned, culture can be understood through two major ways: the totalist or materialist and the mentalist. The former regards culture as a total way of life that consists of materials productions such as customs, artifacts, art, literature, social institutions, or work of everyday life. The latter, on the other hand, regards culture as a system of behaviour or rules that is manifested through operating systems such as attitudes, beliefs, religions, and laws that are shared the same member of a given society.

Kramersch (1996: 2) divides culture into two major categories: The first category comes from the humanities, and the second one comes from the social sciences. The former refers to materials productions of a certain community such as their architecture, art, literature, music, food, social institutions, folklore or works of their everyday life. These categories of culture are the visible products of culture.

The latter, on the other hand, refers to the system of behaviour or rules of a community such as their verbal behaviours, attitudes, habits, social etiquette, and other daily activities.

## **1.2 culture and Language:**

The topic of the relationship between language and culture has got its share where different scholars have dealt with this existing connection between them. Referring to Kramersch (1998), language linked to personality and culture. She believes that there is a natural relationship between language speakers and their identity which appears in their vocabulary and accent in a given speech community. Speakers create a social importance, pride, historical, and cultural unity by sharing the same language as the group they belong to. According to Kramersch (1998), language is a means of conducting peoples' social lives. In addition, she insists that peoples' Common experiences, facts and thoughts are the stock of knowledge individuals share. All in all, he summarizes the link between language and culture saying that language expresses, embodies, and symbolizes cultural reality.

Furthermore, (Byram et al., 2002) state that the social identity is inevitable part of peoples' social interaction. In language teaching, 'communicative competence' asserts that foreign language learners need to acquire not just linguistic competence but also the knowledge of the appropriate use of the language.

In the same vein, the prominent figure Ronald Langacker (1999: 16) describes language as "*an essential instrument and component of culture, whose reflection in linguistic structure is pervasive and quite significant*", his statement suggests that language is included in culture.

Risager (2006) considers culture as a part that cannot be separated from language. She adds that linguistic creation and practice is a way of cultural practice since languages spread across cultures, and cultures spread across languages. The fundamental view is that linguistic and cultural practices flow through social networks in the world along partially different paths and across national structures and communities.

Byram and Grundy (2003: 1)state that "*Culture in language teaching is usually defined pragmatically as a/the culture associated with the language being learnt*". This implies that language cannot be learnt without acquiring knowledge of the culture of its people. This is observed when learning the first language, which is entailed by learning its culture spontaneously. Thus, the same happens with a foreign language. In this regard, without culture production communication does not occur, because language is not how communication happens, but rather language helps to understand how people encrypt messages in an appropriate way.

Thus, Falson and Connor-linton (2006) assert that the meaning of utterances comes not only from the words spoken but also from culturally agreed upon conventions for how these words are used and interpreted, as well as from how they have been used in the past within a given culture.

### 1.3 Teaching culture

Since the beginning of the twentieth century, Language teaching has developed, especially in teaching and learning communicative skills. Moreover, the concept of teaching goals has expanded from teaching a language to teaching intercultural communication. The history of teaching culture in the field of foreign language teaching shows that teaching culture as a part of language, and teaching culture along with language seems very important. This distinction is used as a methodological procedure which helps teachers to deal with the hindrances that face them in teaching culture. The teaching of culture started to attract scholars working in the field of foreign language teaching only during the sixties and won considerable attention during the eighties and the nineties.

According to Kramsch (1988), the teaching of language and culture has been experienced independently of each other in most foreign language study programs at the university level. During the first half of the twentieth century, the teaching of culture was equated with the teaching of history and civilization of the foreign language in which the teaching of culture was considered as an initial step to study literature, the main focus was with language forms interwoven in different reading text.

The teaching of culture within the foreign language was a practice implicitly used in the beginning of the twentieth century by the defenders of the Grammar Translation Method. This method sees the teaching of foreign languages as a means to get access to the great works in literature and philosophy of the Greeks and the Romans. The importance of this method is mainly put on the formal study of language forms manifested in a variety language texts which foreign language learners are presented. The learners' native language often helps in teaching a foreign language. This method focuses more on developing reading and writing skills. It gives little attention to speaking and listening, and totally neglects pronunciation.

As the main drawback of Grammar Translation Method, Rivers (1981) states that GTM emphasizes too much on the grammar rules which are of no pragmatic value. In addition, raising cultural awareness was not among the concerns of the Grammar Translation Method.

During the 1940's, a new method started to appear in the United States and saw a big expansion during the 1950's and the 1960's. This is called the Audio-Lingual Method. It is based on the idea that language cannot be separated from culture, depending on the theories of American linguists such as Leonard Bloomfield and Charles Fries, the main objective of this method is to achieve quick communicative competence. In the same vein, Larsen Freeman (2000) asserts that "*Culture consists of the everyday behaviour and daily lifestyle of the target language people*" not only literature and arts Larsen Freeman (2000:17).

### **1.3.1 The Importance of teaching culture:**

Since the cultural competence is undoubtedly an integral part of foreign language learning, teaching culture should be added in language course. A number of scholars agree that knowing the conventions, customs, and system of meaning of the target culture seems very important in foreign language learning and teaching. For Harrison (1990) it is impossible to avoid teaching culture when teaching language since they are naturally connected and cannot be separate. Furthermore, Byram (1989) insists that the cultural awareness should be taken into consideration in language teaching because it plays a major role in language proficiency. He adds that the target culture should be implicitly or explicitly included into the language curriculum because language reflects the speakers' values and understandings of the world. So, speaking a language is speaking its culture, and communicating through messages which represent a specific way of thinking and living.

Moreover, the fundamental goal of foreign language teaching is to develop learners' mastery of communicative competence in different situations. Consequently, teaching culture is inevitably needed because "*language use has its own social grammar of roles, settings, rules of speaking, and norms of interpretation*" (Kramsch, 1998:10). Thus, foreign language

learners should be aware of the social meanings of language used because sometimes they need to use language as a means to achieve communicative needs. In this situation, functional effectiveness and appropriateness are needed more than correct grammar rules. Learner should know the geographical and historical facts about the target culture such as the geographical features which can be helpful to discover the foreign culture, In other word it helps to communicate interculturally. According to Byram et al., (2002: 14) teaching culture should not only be "*the transmission of information about a foreign country*". They state that the aim behind educating learners for intercultural understanding is to help learners to understand how intercultural interaction takes place, how social identities are part of all interaction, and how people's interaction influence the success of communication.

Many scholars insist on the necessity of integrating culture in foreign language classrooms. In a seminar on linguistics and language teaching in Georgetown, Pulitzer (1959) pointed out that culture is necessary element for teaching language, teachers should integrate culture when teaching language because "*If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning*" (cited in Brooks, 1999:123).

Thus, Corbett (2003) sees that foreign language learners should understand beliefs and norms of the target culture in order to master the language that is produced by people of the target language, it is important for them to know what is appropriate and what is considered as inappropriate in some social situations like face to face communication, and rules of greetings. On the other hand, Harrison (1990) states that from the first day in class, culture is included in the teaching of language because culture exists in every discussion or discourse. This appears in the way people greet each other with different selected expressions which depend on the other, for instance, the way in who may be called informal greetings, or casual greetings, this can be considered as a good introduction to the people who speak the target

language. Teaching cultural elements in class to enhance the learning process must be included in every lecture.

The Council of Europe (2001), for instance, asserts that intercultural education is part of its interests in order *“to convert the linguistic and cultural diversity from a barrier to communication into a source of mutual enrichment and understanding”* The Council of Europe (2001: 2). In this aspect, the Council of Europe (2001) puts guidelines and rules for intercultural education in order to raise intercultural dialogue. Thus, integrating culture is an inevitable step to raise learners’ intercultural communicative competence in teaching and learning foreign language.

#### **1.4 Approaches used in teaching culture**

Many approaches are noticed in order to teach culture effectively. Culture teaching approaches have also undergone changes. Some approaches disappeared because they are considered traditional, and some still have the dominant position. Lo Bianco, Liddicoat and Crozet (1999) assert that *“each change can be seen primarily as a reconceptualisation of culture and the role of culture in language teaching, which in return have consequences for what ‘cultural competence’ can be seen to be in each paradigm”* Lo Bianco, Liddicoat and Crozet (1999:07). In the same vein, Risager (1998), for instance, proposes three main approaches: intercultural, multicultural, and transcultural approaches.

##### **1.4.1 The intercultural approach:**

Previously, language and culture have been treated separately in language teaching. This approach integrates both culture and language into the lesson, and makes learners interculturally and communicatively competent for real world. It may include comparisons between the learners’ own culture and the target culture where the language is spoken. The latter, develops learners’ understanding of both.

This approach aim is not native speaker-level competence in the target language. However, language learners should act “*as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity*”(Byram et al., 2002: 10). The approach has become increasingly recognised since the 1980s. In the contrast, this approach inadequate as it is “*blind to the actual multicultural character of almost all existing countries or states*” Risager (1998:246) and proposes that teachers have to use the multicultural and the transcultural approaches.

#### **1.4.2 Multicultural approach:**

The multicultural approach based on the belief that one culture contains several cultures, this approach focuses on the ethnic and linguistic diversity of the target country/countries as well as on the learners’ own country. As in the intercultural approach, the comparison is regarded very important, Risager (1998:246) argues that “*a balanced and anti-racist view of cultures should be involved*”. The application of this approach proposes that learners should face the diversity of cultures of the target language. Thus, a system of education should deal with this cultural diversity, For instance, teaching British studies should not be limited to a particular or to one culture. There are also sub-cultures that should be part of the course.

#### **1.4.3 Transcultural Approach:**

This approach is also suggested by Risager (1998), the basic concept of this approach is that today the world became small village and cultures are interwoven because of the extensive migration, tourism, world-wide communication system, and economy. It is characterized by the fact that many people speak foreign language as lingua franca, for instance English as international language. Despite this, transcultural approach is considered inadequate in this situation, because it deals with English as a foreign language not as an

international language. Byram (1997) Defends the possibility of presenting topics that have global relevance to all cultures, not mainly referring to British or American culture, in particular.

#### **1.4.4 Thematic Approach:**

This approach is based on choosing a certain theme in teaching culture. In this approach, teachers present some cultural themes to learners For instance, Religion, family, Artistic achievements, and values. Culture can be best learnt when taught in thematic ways. He describes a theme as *“an emotionally charged concern, which motivates or strongly influences the culture bearer’s conduct in a wide variety of situations”* Nostrand (1974:277). This approach aim is to teach civilization but not in term of history, but to some extent takes some themes as the content, where implicitly teach the elements of intercultural competence.

#### **1.4.5 The task-oriented Approach:**

This approach is also based on learners’ own research as **the problem-oriented approach**. In addition, it is characterized by co-operative tasks. Learners do researches in pairs or small groups dealing with different aspects of the target culture. They share and discuss their findings with others in order get clear idea.

#### **1.5 Materials used in teaching culture:**

Different teaching materials are suggested in order to enforce the teaching techniques, using appropriate materials for teaching culture is very important in the classroom, teachers should be careful when they select materials to teach culture. Moreover, Byram et al., (2002: 24) state that it *“is important to use authentic material but ensure that learners understand its context and intention... which allow learners to explore and analyze them rather than learn the information in them”*, that is to say, teachers should select cultural materials which increase the intercultural learning of foreign language students who generally do not have a direct contact with the native speakers and how these speakers think and interact.

As today's world is visually related, the teaching materials such as videos, audio-visual materials, internet, books, TV, and computer are a great help for foreign language teachers in facilitating the language of the target culture. In addition, the use of technology has a great importance in integrating culture in the teaching of foreign language; it raises creativity and improves communication between learners, and help them to acquire the skills that are needful to understand the ambiguity they themselves discover when they learn the target culture. On the other hand, the teacher is considered as a facilitator of learning in using technology in the classroom, he should have knowledge and skills in managing the different tools in order to direct learners to learning sites.

One of the well-known materials used to language learning and teaching is the Audio-visual material which is helpful in facilitating the learning of a foreign language. According to River (1981), Audio-visual material clearly plays a role in the understanding of the target culture through indirect contact with speakers of the language, using both audio and visual aids.

One of the most appreciated materials, which proved to be effective, is the use of videos as visual aids, which are regarded as a rich and valuable source which presents the language of the target culture naturally. According to Canning-Wilson (2000) students like to use videos in learning a foreign language because its presentations are motivating and interesting. Furthermore, Carol Herron et al., (1999) assert that the use of video in a form of a recorded tape or a movie is an effective technological material used in teaching culture as long as it supplies learners with visual information that may be hidden between the lines of texts. In addition to that, students learn how people of the target culture behave through few minutes of video which can replace an hour of classroom work, this material helps to promote comprehension because it motivates learners and brings the real world into the classroom through communicative situations. Accordingly, teachers should benefit as much

as they can from the available teaching materials in order to save time and reduce the routine, they also should have knowledge and strategies in order to use technological materials effectively.

### **1.6 Techniques used to enhance learners' cultural awareness:**

There is a great variety of techniques and activities developed to integrate culture into language teaching. Due to the importance of each technique, the European Council (2001) and the American Standards for Foreign Language Learning (1996) suggest the use of techniques in teaching foreign languages in order to develop learners' intercultural skills.

#### **1.6.1 The culture *capsule***

This technique is suggested by Taylor and Sorensen (1961), it comprises a brief explanation of some aspects of the target language culture followed by or incorporated with a discussion of the contrasts between the target culture and learners' own culture. The teacher can provide the information orally, but it is better to leave the learners themselves point out the contrast. Culture capsule is considered as one of the best-known methods for teaching culture. The main advantage of using a culture capsule is as "*compactness and practical manageable quality*" (Stern 1992: 240). In addition, Chastain (1988) sees that learners become involved in the discussion and can take into consideration the basic characteristics of their own culture.

#### **1.6.2 The culture cluster**

It is a combination of two or more illustrated culture capsules on a related theme about the target culture. A cluster should be concluded by some activities, at the end of the lesson an activity is carried out where the set of capsules is integrated into a single sequence. Teachers can develop culture clusters themselves. Firstly, they should think of part or theme of target life and then work backwards to distinguish three or four components that it includes. Culture

capsules and clusters are well-known methods for giving students the knowledge and providing them with some intellectual awareness of different cultural aspects.

### **1.6.3 The culture assimilators**

The culture assimilators technique consists of a short explanation of a critical incident of cross-cultural interaction that may be misunderstood by learners. The task is followed by four questions in the form of statements, after reading the description of the incident, students are asked to select the correct one from four possible explanations. Finally, each group discusses why one explanation is right and the others wrong in the certain cultural context. The culture assimilators technique consists of a short explanation of a critical incident of cross-cultural interaction that may be misunderstood by learners. The task is followed by four questions in the form of statements, after reading the description of the incident, students are asked to select the correct one from four possible explanations. Finally, each group is given feedback why one explanation is right and the others wrong in the certain cultural context. According to Seelye (1993), culture assimilators present cultural information through books which involve the learner with a cross-cultural problem.

In addition there are many activities that raise learners' intercultural awareness. One of these activities or instance, is "noticing", this technique requires the use of visual aids. As students watch a video or are engaged with some other materials, they are asked to notice particular features and note all the differences with their own culture. Asking students to notice helps them to develop their communication skills.

Doing research is also considered as powerful tool in teaching culture. Students are asked to search on the internet to find information of any aspects of the target culture that interests them and explain to their group what they have learned and answer any questions about it; they discuss and express their opinions. This project can be done in week or month, in group or individuals.

**Conclusion**

This chapter presented most of the aspects that are related to the teaching of culture. After defining culture, it gave a brief explanation about culture and language, and dealt with teaching culture, it concluded that both terms culture and language are naturally connected and cannot be separated. It was argued that teaching culture is important, as it is confirmed by many of foreign language theorists. To integrate culture, different approaches could be introduced by teachers, several materials and techniques could also be used to promote the teaching of culture.

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# **Chapter Two**

## **The Teaching and learning Situation of Civilization**

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### **Introduction**

Culture and Civilisation

Teaching civilization in EFL Department

Aims and objectives of teaching civilization

Learners' Needs

Teachers' Role

### **Conclusion**

This chapter discusses the relation between civilization and culture from different perspectives. It also tackles teaching civilization aims and objectives. This chapter provides an insight on learners' needs in learning culture and, it also provides teachers' role to teach culture.

## 2.1 culture and Civilization

According to the anthropologists Kroeber and Kluckhohn (1952) the term civilization derived from the Latin word *civilis*, which means civil. Other related Latin words are *civis*, meaning citizen and inhabitant of city, and *civitas*, meaning city. The term civilization was first employed by The French, derived from the verb *civilize* (*civileser*), which includes many domains such as material, social or intellectual achievements. As Kroeber and Kluckhohn (1952:145) assert that the term is “*probably French and derived from the verb civiliser, meaning to achieve or impart refined manners, urbanization, and improvement*”. Many authors speak of civilization as the furthest opposite of barbarity. However, German scholars preferred to use the term Culture (Kultur) which derived from Latin *cultura*, the older term before the term civilization was coined in 18th century. Kroeber and Kluckhohn (1952) state that the term culture to human societies was used in Germany against the French term *civilisation*. The term Kultur started to be used in the German context during the German citizens' conflict against the French aristocracy. According to Norbert Elias (1994) the French language was the language of the upper class in all German states and the German language was the language of civil society. On the other hand, Kant (1777:49) was against the class of aristocracy and kept using the term of culture (Kultur) instead of the French term *civilisation*: ‘*While the idea of morality is indeed present in culture, an application of this idea which only extends to the semblances of morality, as in love of honor and outward propriety, amounts merely to civilization*’ (quoted in Schäfer, 2001: 307).

For Kant and other German thinkers, the idea of morality is the condition of culture, they used the term culture to refer to human cultivation and manners. While others who write in English and Roman languages kept using the term civilization.

The concept of civilization has developed independently without reference to the term culture, after the middle of the 18th century, the word culture and civilisation began to be used sometimes synonymously. In Tylor's work (1874), *Primitive Cultures*, designs a comprehensive concept of culture-civilization as a "*complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society*" Tylor (1874: 67), he used both terms interchangeably. However, some anthropologists use the term culture referring to primitive societies, and the term civilisation referring to developed societies and the achievement in literatures, arts, music, and political and military institutions.

In modern context, both terms are used to refer to the same thing. Thus culture is indistinguishable from civilization and vice-versa. In language teaching, civilisation is used to refer to culture product (big C), and culture to refer to culture practices (small c). What is important is that both are important ingredients for foreign language learners.

## **2.2 Teaching civilization in EFL Department:**

Teaching any subject in EFL Department requires students' needs and expectations, and it is up to teachers to manage the content of the course cooperatively or individually using appropriate methods teaching materials, this means that the appropriate selection of teaching materials and teachers' skills to improve students' interculturallry are of paramount importance for a successful civilistion teaching. Civilisation course is important and interesting for English graduate learners. In the Department of English, civilisation is divided into two, British civilisation and American civilisation module, both modules are of great

importance as long as students cannot learn the English language without knowing something about the country that gave birth to this language.

Civilisation course introduces student to the most events of the country of the target language, it aims to provide the students with complete understanding of the people of the target culture and the institutional, religious, and social changes over time.

### **2.3 Aims and objectives in teaching civilization**

Teaching civilization to foreign language learners aims and objectives. We should differentiate between the two terms, aim and objective. Nunan (1994) states that aim are long-term goals of educational intent about the purpose of programme or module, however specific objectives are short-term goals about what the learner will be able to achieve upon a successful completion of the course.

One of teaching civilization aims is to introduce learners to the peoples who give birth to the language they learn since they cannot learn language without knowing something about its people. In addition, teaching civilization help students understand the culture of the target language, as well as how and why they are different from their culture. It also aims to improve learners English language skills by motivating them to be acquainted with new vocabularies and terms they use in communication.

In addition to these aims, there are some objectives Ekaterina Babamova et al (2004) claim that through civilisation course *“not only the general aim of teaching are realised but also universal human, national and ethical values are promoted”* Ekaterina Babamova et al (2004: 77). When students get information about the people whose language they study, they will spontaneously integrate with the sociological and technical differences of the target country, and develop a critical attitude to particular aspects of the foreign culture. One of the main objectives of teaching civilization is to change the learners' behaviour toward the target culture than his own culture.

Thus, civilisation course is part of developing learners' language skills and cultural skills as well. It put learners in various sides of the British and American peoples which should enable them to understand the differences and similarities during their development as nations. Moreover, this course help students to be able to demonstrate various skills and enhance their language proficiency.

#### **2.4 Learners' Needs in a civilization class:**

It is known that language programmes always include the learners in order to avoid difference of ideas between teachers and students. According to Nunan (1994) the success of any programme depends on the learners' expectations and needs because if these are not respected, they may create a gap between the teacher and his student. that is to say, in order to set what to teach and how to teach, teachers first carry out a needs analysis. On the other hand students expect that at the end of their education they will develop their confidence to communicate in the target language. They may focus more on improving speaking and listening skills because their expectation is to communicate like the natives.

The majority of foreign language learners did not expect that they will face some subjects, for instance some subjects in British civilization course, sometimes students may ask themselves about the objectives of a particular programme. They usually attend the course, grasp some information, and then retrieve this information in the exam. Whereas, there are some students who enjoy a particular programme rather than others, they feel satisfied with the syllabus of some modules, they find methods and materials helpful. Others may see that the study of a particular programme unhelpful and this programme cannot help them in their real lives. In the other hand, some teachers don't know their students' needs, they may focus on how they finish the programme, this create the gap between teacher and students who are expected to work in cooperation to achieve successful learning. Thus, many researchers focus on determining learners' needs.

At the university level, it is almost impossible to know all students' needs. The fact that makes it a challenge for teachers to supply an appropriate teaching syllabus that suit all students' needs. Some students lack the communicative skills. Thus, they sometimes block themselves from participation and delivering a proper feedback in class. Students should be provided by appropriate teaching syllabus and teaching materials by that serve their interest in order to achieve successful learning result.

### **2.5 Teachers' Role in teaching civilization courses:**

Teachers play a great role in leading students through their studies; they should have knowledge and methodology to teach foreign language appropriately, they have to think from the learners' view before interacting with the students and keep in minds that culture and language are linked, they should pay attention to the cultural differences. According to Byram et al., (2002: 34) teachers' role is *"to develop skills, attitudes and awareness of values just as much as to develop knowledge of a particular culture or country"*. This means to teach learners how people of the target culture behave and improve their communicative skills. In addition, teachers have to be intelligent when dealing with cultural issues in the classroom which make learners active in their thinking and feeling.

Teachers are supposed to be facilitators and active participants in order to promote an intercultural understanding in their classroom, they should select the effective materials that improve students' language skills, they also should know how to use them. Today, the technology fulfill the necessities of teachers and learners, they can get the information about the countries of the target language from the internet. People can get the background information on politics, tourism, and other views by searching on million websites. Accordingly, Byram et al., (2001) see that teachers' role is not to teach the cultural facts word by word, but their role is to make it easy for learners to interact somehow with the other society and the culture of its people, in order to bring learners closer to their cultural values and attitudes.

Teachers are considered as the major pillars in the teaching process; they supposed to have knowledge, proficiency, and know how to use different materials. Their role as designers requires particular proficiency that includes using appropriate materials and setting the general aims and objectives, teachers create the conditions for students in order to become more culturally skilled when they work cooperatively. Thus, teachers have to know how to set together tasks and materials to direct their students to get learning outcomes. Ultimately, teachers should follow instructional approaches and use appropriate materials that enable students to acquire language and culture.

**Conclusion**

The second chapter gave a brief explanation about the terms civilisation and culture across history, it provided a brief explanation about civilisation teaching objectives and aims from different perspectives, then it moved to speak about learners' needs. Finally it provides an overview about teachers' role in teaching culture to foreign language students.

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# Chapter Three

## Data Presentation and Analysis

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### **Introduction**

Methodology

The Aim of the study

The targeted population

The students' sample

The teachers' sample

The context

The Classroom observation

The research instrument

Data Analysis

Students' Questionnaire

Results of the study

Discussion of the students' Questionnaire Results

Teachers' questionnaire

Teachers' questionnaire Results

Discussion of the teachers' Questionnaire Results

Limitation of the study

Pedagogical implication

### **Conclusion**

The present chapter is devoted to the analysis of the data collected through the students' questionnaire addressed to third year students at university, and teachers' questionnaire to the teachers of civilisation. The methodology part of this study includes such titles as target population of the study, sample. The results obtained from the students' questionnaire are interpreted and quantified through statistical analysis and the results obtained from the teachers' questionnaire are described and analyzed qualitatively. The data obtained are discussed and interpreted in tabular form.

### **3.1 Methodology:**

Accordingly, we have used the qualitative and quantitative research methodology for students, and only qualitative research methodology to have teachers' opinions and responses about the

### **3.2 The Aim of the Research:**

This research aim is to investigate how culture and civilisation are taught in the course of civilisation for third year LMD students at the English Department at Laghouat University. The collected information from the data aimed at finding out the following:

- Whether or not teachers of civilisation integrate culture in teaching civilisation,
- How they include culture in teaching civilisation.
- The effective materials and techniques to teach civilization.

### **3.3 The targeted population:**

The study is based on questionnaire and classroom observation, which represents the targeted population in this study. The latter is chosen to generalize the results of the questionnaire which addressed to teachers and third year EFL learners of the branch of English language and literature at the University of Ammar Thelidji during the academic year of 2017-2018. During this academic year, the total number of students in the third year in Department of English is of nearly one hundred and eighty two students. All students had

studied English formally for about nine years, at intermediate and secondary school, and trying to accomplish three more years at the university to obtain licence degree in English.

### **3.4 The students sample:**

The sample of this case is chosen from the targeted population mentioned earlier. This group is set of student of third year who attend civilization course, this sample of learners was selected randomly and consists of 59 students (24 males, 35 females), and (we wish) this will give a full perspective on the topic addressed in this study, the learners aged between eighteen to twenty seven.

### **3.5 The teachers sample:**

Five anonymous teachers of civilisation of third year students at English Department were subject of this study. They are specialised in teaching civilisation with an experience of over five years in general.

### **3.6 The context:**

The practical part of this dissertation was in the department of English at Ammar Thelidji of Laghouat. The researcher dealt with third year students and teachers of civilisation as samples population (appendix A and B) during the second semester of the academic year 2018-2019 on the second May.

### **3.7 The Classroom observation:**

Classroom observation was carried out during the second semester of the academic year 2018-2019. The main objective of the observation was to observe how the civilisation course was managed for third year LMD students, in term of teaching culture in civilisation, as well as the techniques and materials were used. I attended civilisation classes with the teachers to whom I gave the questionnaire. At first, I have observed that some teaching courses were historical, teachers focused on chronological order. Then, they provided their

learners with cultural interpretations. I also observed in the other teaching courses that teacher focused on history. Then, they moved to the cultural aspects by asking students to analyse and investigate the reasons and impacts of the events. In the term of techniques and materials, some teaching course was managed in the form of lecturing, where teachers provided students with information, the interaction was from teacher to learners, sometimes students reacted by asking questions. The teacher explained the lesson and wrote notes on the white board, students took notes from time to time. I also observed the teacher's attempts to engage students in the learning process by asking questions, minority of students had the knowledge about the topic the teacher talked about. On the other hand, in some teaching course of civilisation, I observed that some teachers explained the lesson through dictation and students listened to their teacher and took notices

### **3.8 The research instrument:**

The research instruments used in this dissertation are based on multi method approach which requires different resources of data collection, the researcher has designed the present study. Furthermore, the gathered information is based on students' questionnaire and teachers' questionnaire.

### **3.9 Data Analysis:**

According to Patton (2002) "*quantitative descriptions in a manageable form and helps to simplify large amounts of data in a sensible way*". The research is based up on qualitative and quantitative methods which are the most appropriate ways to carry out the research by analyzing the gathered information that was based on specific instruments which is the students and teachers questionnaire. This method has been appreciated because it is a strategy that produces better results in the tem of quality and quantity.

### 3.9.1 Students' Questionnaire:

A group of third-year LMD students was given questionnaires to provide information about their attitude and opinion about teaching and learning civilisation. The first phase (questions 1 and 2), students were asked about their views about the reasons of why they learn civilisation and their attitude about learning civilisation. The second phase (questions 3 and 4) students were further asked to express their views about the ways of teaching civilisation which help them to comprehend the target culture and improves their cultural awareness. The third phase (questions 5, 6, and 7) is about the students opinions and attitude towards the teaching materials used by their teachers of civilisation. The questionnaire is used to get the students' responses.

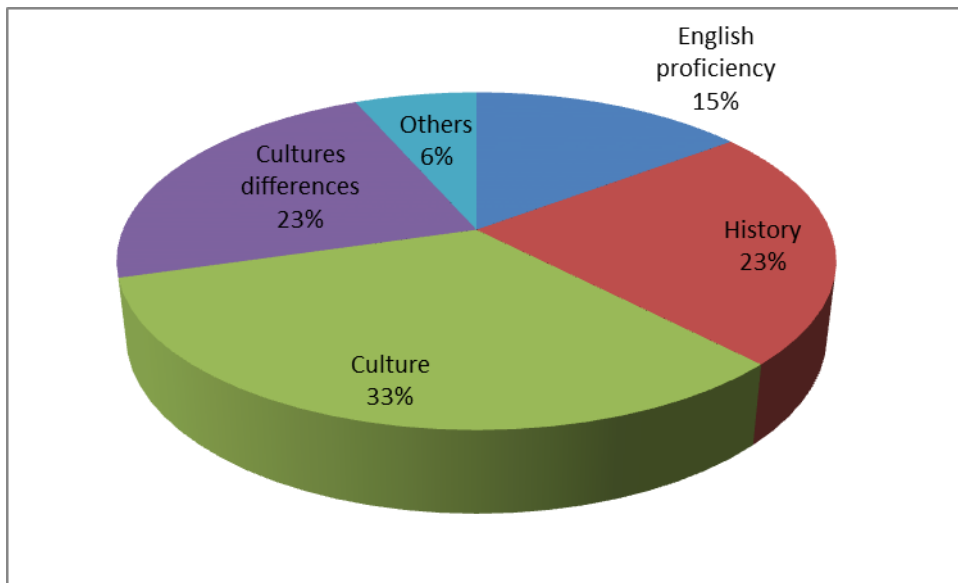
#### 3.9.1.1 Results of the study:

Question 1: why do you think you are learning civilization?

	English proficiency	History	Culture	Cultures differences	Others	Total
Students	09	14	20	14	04	59
Percentage	15	23	33	23	6	100

**Table 3.1: students' views about the reasons of learning civilization**

The following chart illustrates the findings of the table above.



**Graph 3.1 students’ views about the reasons of learning civilization**

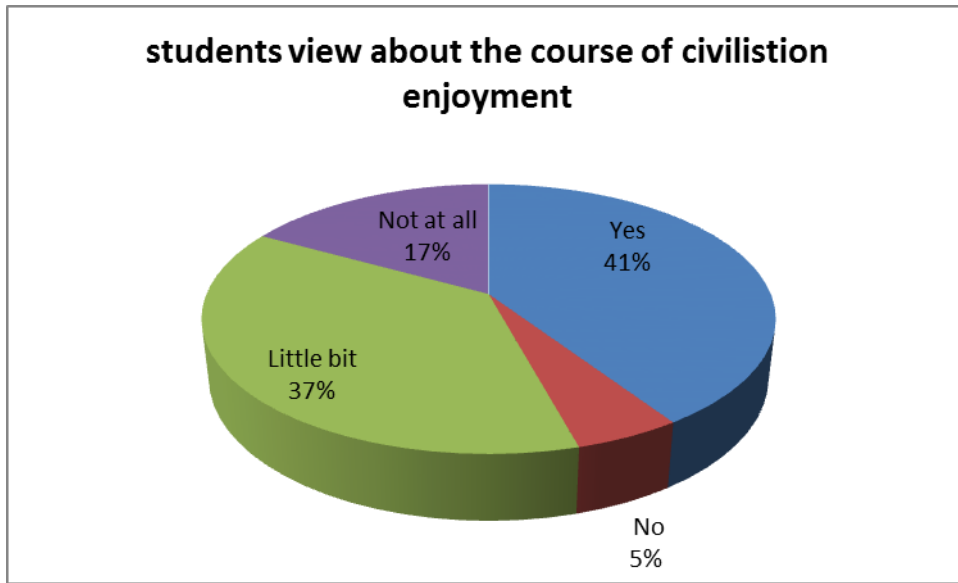
The question was about the students’ reason of learning civilisation. The results showed that 15% reported for language proficiency, 23% to know about history, 33% to know about culture, 23% answered that to be aware of the cultural differences, and 6% referred to other reasons.

Question 2: Do you enjoy civilization course?

	Yes	No	Little bit	Not at all	Total
Student number	24	3	22	10	59
Percentage	41	5	37	17	100

**Table 3.2 students view about the course of civilisation enjoyment**

The following chart demonstrates the findings of the table above.



**Graph 3.2 students view about the course of civilistion enjoyment.**

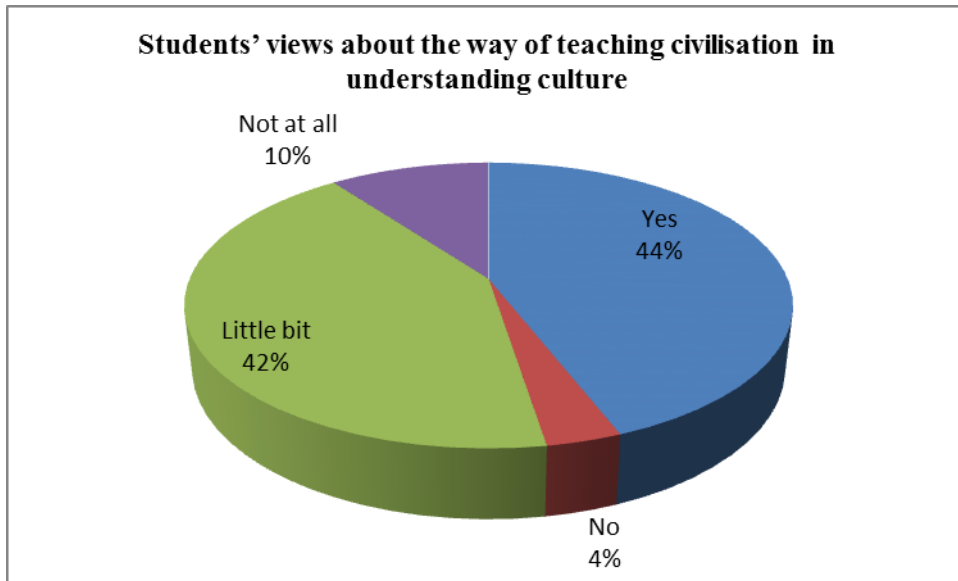
The students were asked if they enjoy the course of civilisation, 41% of students answered by “Yes”, 37% of them referred to little bit. However, 5% students who responded negatively, and 17% answered by “Not at all”.

Question 3: Does the way of teaching civilisation course help you understand the target culture?

	Yes	No	Little bit	Not at all	Total
Students number	26	2	25	6	59
Percentage	44	4	42	10	100

**Table3.3: Students’ views about the way of teaching civilisation in understanding culture.**

The following chart illustrates the findings of the table above.



**Graph3.3: Students' views about the way of teaching civilisation in understanding culture.**

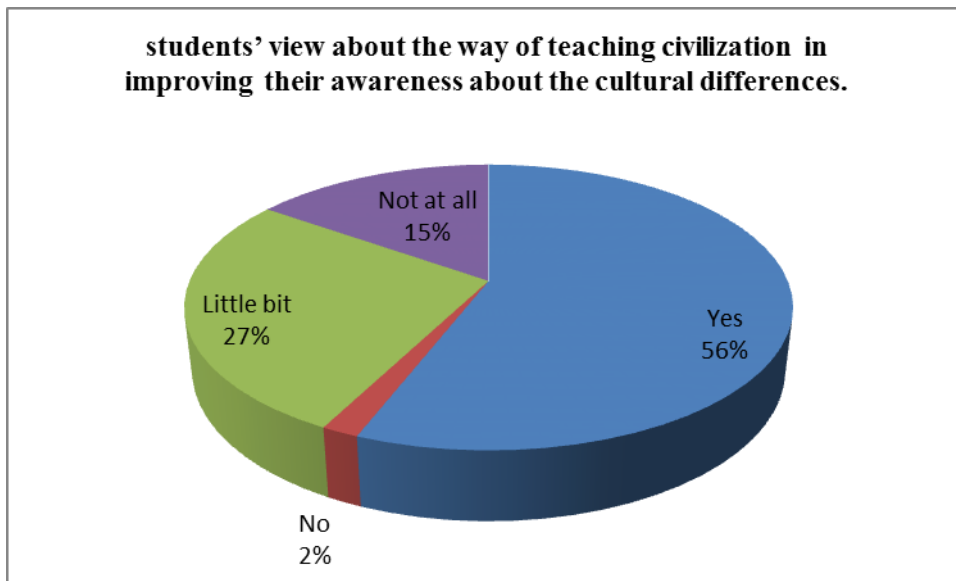
The question was about students' view about the way of teaching civilisation, if it helps them to understand the target culture.44% responded positively 'yes', 42% answered by 'Little bit',10% of them answered 'Not at all', and 4% were negative.

Question 4: Does the way of teaching civilisation help you to be aware of the differences between your culture and the target culture?

	Yes	No	Little bit	Not at all	Total
Students number	33	1	16	9	59
percentage	56	2	27	15	100

**Table 3.4 students' view about the way of teaching civilization in improving their awareness about the cultural differences**

The following chart demonstrates the findings of the table above.



**Graph 3.4 students' view about the way of teaching civilization in improving their awareness about the cultural differences.**

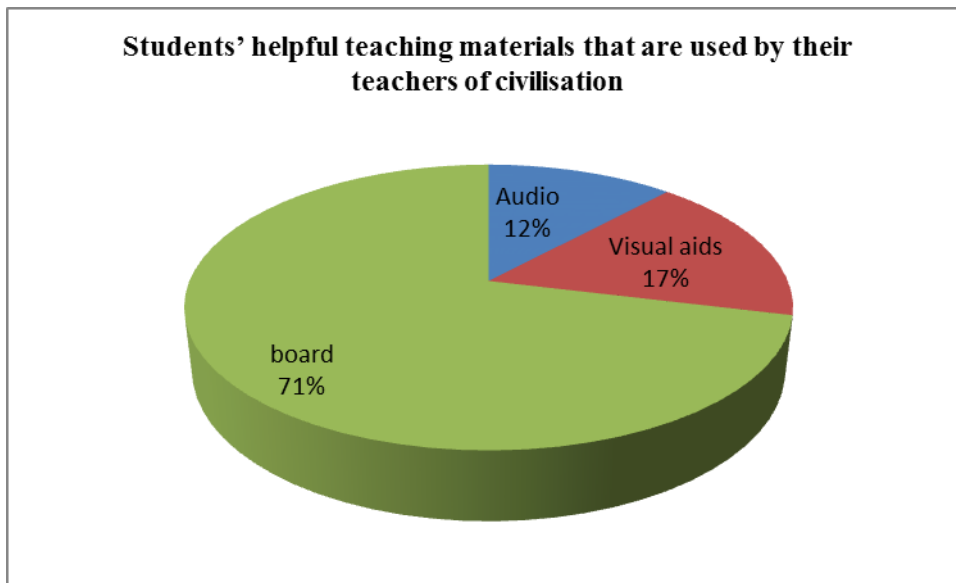
This question was the probably the same as the previous question; but, the aim this time was to know if the ways of teaching civilisation helps them to improve their awareness about the cultural differences. 56% responded positively, 27% answered 'Little bit', 15% answered 'Not at all', and 2% were 'No'.

Question 5: Which of the following teaching materials that are used by your teacher of civilization?

	Audio	Visual aids	board	Total
Students number	7	10	42	59
Percentage	12	17	71	100

**Table3.5Students' teaching materials that are used by their teachers of civilisation.**

The following chart illustrates the findings of the table above.



**Graph 3.5 Students' helpful teaching materials that are used by their teachers of civilisation.**

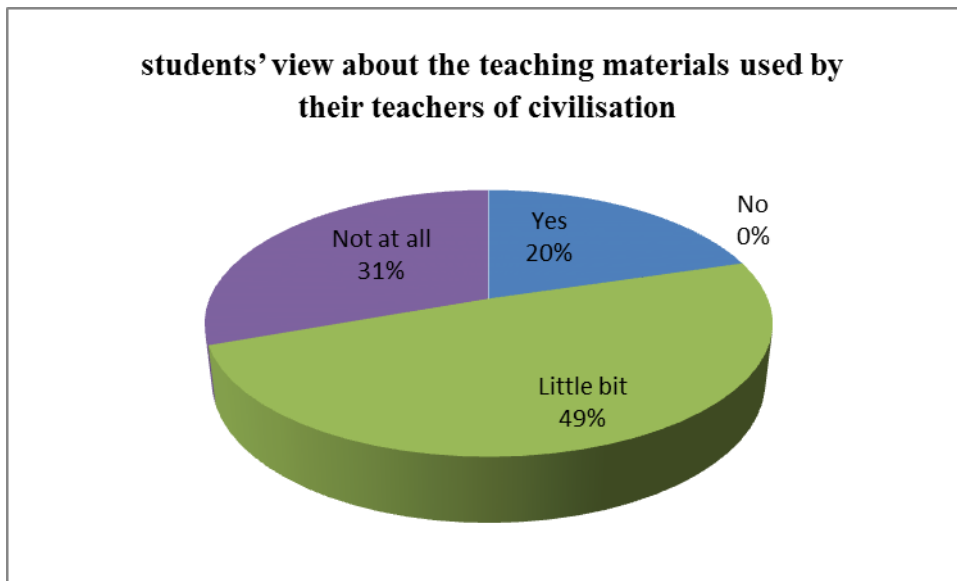
Some teaching materials were suggested in the questionnaire of students in order to know the materials used by teachers of civilisation, 71% answered to the traditional teaching materials of using the board, 17% referred to the visual aids, and 12% to the audio material.

Question 6: Do you think that the teaching materials used by your teachers of civilisation are good enough for learning culture?

	Yes	No	Little bit	Not at all	Total
Students number	12	00	29	18	59
Percentage	20	00	49	31	100

**Table 3.6 students' view about the teaching materials used by their teachers of civilisation.**

The following chart resemble the findings of this table above.



**Graph 3.6 students' view about the teaching materials used by their teachers of civilisation.**

This question is the same as the previous. Furthermore, the purpose is to know the students' view about the materials used by their teachers of civilisation. Only 25% see that the teaching materials that are used by their teachers of civilisation are good enough, 49% felt that it was little bit, and 31% answered negatively.

Question 7: what attracts you more in learning civilisation ?

The final open-ended question is supposed for students to be free in their answers, they were asked about what attracts them in learning civilisation, out of the fifty nine (59) students, forty (40) students provide answers. A great number of the students are attracted to the behaviour, life style, belief, value, and customs of the people of the target culture. Some of them are attracted to the multicultural differences of other nations. Whereas, the minority of them reported to the history as well as the culture of the British people in particular.

**3.9.1.2 Discussion of the students' Questionnaire Results:**

The findings gathered in the first phase revealed students' responses to first question, when they were asked to give their opinions about the reason of learning civilisation, it is noticed that (33%), which was the majority of the respondents to question one, reported that their aim in learning civilisation is to know something about the target culture, 23% of students reported that they were learning civilisation to know about history and cultural differences, This can be observed from their answer to question (7) when asked what attracts them more in learning civilisation. The majority of them responded that they are attracted to the culture, behavior, belief, value, and life style of the target culture.

About the second phase, when students asked in question (4) if the way of teaching civilisation was helpful for better understanding of the target culture, 33% of them responded positively. But their responses on the question (6) show the opposite, 49% responded little bit, and 31% responded that the teaching materials used by their teachers of civilisation are not good at all for learning culture. This means that teaching materials that could help in improving students' cultural awareness did not used considerably.

In the third phase, when students asked about the teaching materials used by their teachers of civilisation in question (5), 71% of the responses were about board, and only 17% about visual aids. This prove the question (5), this means that board as teaching material is insufficient to teach students about culture.

Accordingly, the last question revealed the students' responses about what attracts them in civilisation, majority of them wish to know about culture, behavior, belief, value, and life style of culture of others. Some students wish to know about the cultural differences in their own culture and others culture. This demands appropriate materials and techniques for better integration of the culture of the target language.

### 3.9.2 Teachers' questionnaire:

The Questionnaire was given to a group of civilisation teachers to provide their opinions about the objectives of teaching civilisation, their views on the importance of teaching culture, and cultural differences in their course. The questionnaire aim is to find out the techniques and materials that are used by teachers in teaching civilisation regarding if these materials are appropriate to teach culture. The last question is about their suggestions for helpful materials for the teaching of civilisation.

#### 3.9.2.1 Teachers' questionnaire Results:

The questionnaire was designed for five teachers included eight questions (see appendix).

Question one: how long have you been teaching civilisation?

Teacher	Teachers' responses
Teacher one	three years
Teacher two	/
Teacher three	two years
Teacher four	Three year
Teacher five	seventeen years

Question two: what do you think the main objectives of teaching civilisation?

<b>Teachers</b>	<b>Teachers' responses</b>
<b>Teacher one</b>	To raise the students' awareness about the cultural context of the language he is learning.
<b>Teacher two</b>	The main objectives of teaching civilisation are the analytical skills and cultural competence.
<b>Teacher three</b>	It provides students with various and disparate tools to investigate the cultural aspects of the language they are learning.
<b>Teacher four</b>	To understand History by evaluating and analyzing Historical events, opinions, and interpretations.
<b>Teacher five</b>	The main objectives of teaching civilisation are language, intellect, and culture.

Question three: Do your students enjoy the learning of civilization? Why?

<b>teachers</b>	<b>Teachers' responses</b>
<b>Teacher one</b>	The students enjoy the lesson so moderately; the reason is their lack of awareness about the cultural context's importance in learning languages and weak motivation.
<b>Teacher two</b>	If the lesson is well structured, yes they can connect events to their causal effects and develop their analytical skills.
<b>Teacher three</b>	Some of the students, others still believe in misconception that civilisation is not necessary to figure out the western culture
<b>Teacher four</b>	To some extent, I always try to make enjoyable as possible by offering students plenty of practice as group discussion and role play
<b>Teacher five</b>	/

Question four: do you focus on cultural aspects, Historical facts or both?

<b>Teachers</b>	<b>Teachers' responses</b>
<b>Teacher one</b>	Focuses on both of them. I do so by dealing with Historical facts and then I provide them with the cultural interpretations.
<b>Teacher two</b>	Both aspects, students must be familiarized with the Historical context and the cultural norms.
<b>Teacher three</b>	Focuses on both of them, the students are not supported to study history. They are, then, asked to analyse and investigate the reasons and impacts of the events.
<b>Teacher four</b>	Focuses more on the cultural aspects. However, the Historical aspect is also of a vital importance.
<b>Teacher five</b>	Focus on both because they are related.

Question five: what are the teaching methods and technique that you use in teaching civilisation?

<b>Teachers</b>	<b>Teachers' responses</b>
<b>Teacher one</b>	According to social theory, I try to link the learning process with the social situations, I use both descriptive and analytical methods.
<b>Teacher two</b>	Use critical reading, paraphrasing, and group working.
<b>Teacher three</b>	Uses discussion method and problem solving method.
<b>Teacher four</b>	Students are always asked to gather historical information, I open a discussion after that, the students are given activities.
<b>Teacher five</b>	Uses contextual university methods ( lecturing assignments ).

Question six: what teaching materials you use in teaching civilisation?

Teachers	Teachers response
Teacher one	Uses traditional materials as as well as modern visual aids and sources (books, articles, journals).
Teacher tow	Uses historical books, articles, videos, and speech.
Teacher three	Uses data show, questioning, games, reading reliable books and summarizing.
Teacher four	Use printable. However, when we cannot get the activities printed, we opt for pair works, group work, oral presentations, and role play.
Teacher five	Uses books, pedagogical documents and videos.

Question seven: would you suggest any other teaching materials that help in teaching civilisation?

Teachers	Teachers' responses
Teacher one	Suggest e-learning as a helping tool. This involves peer evaluation and communicative skills, through group work.
Teacher two	/
Teacher three	Have no suggestions.
Teacher four	Suggests conferences, visiting other universities, using 3D videos, and E-learning.
Teacher five	Suggests maps, posters, the use of screens for documentaries, movies about historical figures or events plays where all the groups would be involved.

**3.9.2.2 Discussion of the teachers' Questionnaire Results:**

This questionnaire for teachers helps to know whether teachers of civilisation integrate culture in their courses, the aim behind this questionnaire is to know the teaching materials and methods they use in their classroom.

Concerning whether or not teachers of civilisation include culture in teaching civilisation to their students, it is seen in their answers in question four (4) when they asked on what they focus more, their responses were probably the same, they said that they focus on both historical and cultural aspects because culture and civilisation are related. Question two (2) proved that they include culture in teaching civilisation, they answer that the objectives of teaching civilisation are to raise the students' awareness about the cultural context and provide them with various tools to investigate the cultural aspects of the language they are learning. This answers the first question.

Some teachers considered that they their students enjoy the civilisation course because they always try to make it as enjoyable as possible by providing students by plenty of practices as a group discussion and role play. however, one teacher believed somehow that the students enjoy teaching civilisation if the lesson is well structured, because they can connect events to their causal effects and develop their analytical skills.

Regarding the appropriate teaching methods, materials, and techniques used in teaching civilisation. Questions (5) and (6) concluded the teachers' responses which are probably the same, some teachers favour the use of discussion, descriptive, and analytical methods. Whereas the others prefer to use contextual university methods such as lecturing teaching technique, they have the experience to teach civilisation since they have access to use technology, but lecturing as a teaching technique seems easy and most enjoyable way for teachers. On the other hand, teachers prefer to use materials such as pydagogical documents, books, videos as modern visual aids. This means that they are aware of the available teaching

materials that have the potential in teaching culture. this is proved when they responded to question (7), they suggest that the use of technology such as videos as visual materials, E-learning through group working could be effective ways for teaching civilisation and culture.

### **3.10 Limitation of the study:**

All though this research was carefully prepared, and the study had reached its aims, there were some unavoidable limitations. First of all, the research was conducted in the university to third-year LMD students. Only one course is not enough for the researcher to observe all of the students' interaction in the classroom. It would be better if it was done in longer time.

Second, the population of the study might not represent the majority of the students of third year LMD. Third, since the questionnaire designed to students' attitude and opinions toward teaching culture and the way that teachers use in teaching civilisation. The questionnaire is also designed to teachers' of civilisation opinions about teaching material and techniques they use in teaching this might give useful information about the materials teachers use in teaching civilisation, it seems not to provide not enough of students' opinions

### **3.11 Pedagogical implication:**

Based on the results of the study, the following pedagogical implication on how to teach and learn culture for cross cultural communication:

1. Using technological materials and techniques to enhance the students' intercultural skills.
2. Choosing the appropriate materials to teach culture effectively.
3. Involving a large number of students in different activities. Provide them with information about the target country will improve them culturally.
4. Bringing the students a feeling of curiosity and empathy towards the target culture

All participants in this study, students and teachers, consider culture as an important element in civilisation teaching and learning. Interestingly, a comparison between teachers

and learners responses show that teachers use of materials is insufficient to improve learners' skills for cross cultural communication. Both students and their teachers believe that culture is particularly important for students' cross cultural communicative competence and language proficiency.

**Conclusion**

This chapter presented the data collection and the results obtained from students' questionnaire addressed to third year students at university, and teachers' questionnaire. It explained the methodology part of this study which included such titles as target population of the study, sample. This chapter presented basically the obtained results from the students' questionnaire, which is presented by numbers and percentages, and then presented the results teachers' questionnaire.

# General Conclusion

## General Conclusion

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At the university level, teachers are given the opportunity to find their ways in developing the teaching techniques and materials. Teachers of civilisation are also required to find and develop the appropriate way of teaching materials and techniques they used to improve their students' intercultural skill for cross cultural communication

This study attempted to investigate whether or not teachers of civilisation at the Department of English at Laghouat University integrated culture in teaching civilisation, and whether they used modern or traditional materials to improve the students' intercultural skills.

In the first chapter, many aspects related to culture were discussed, this included the definition of culture from different perspectives, its relation with language, and the importance of teaching culture. This chapter also dealt with approaches, techniques, and materials used in teaching culture.

The second chapter dealt with explanation about the terms civilisation and culture across history, it gave a brief explanation about civilisation teaching objectives and aims from different perspectives, and it also provided an overview about learners' needs and teachers' role in learning and culture.

Along the practical chapter, a combination of qualitative and quantitative data were used to obtain the results, this included classroom observation, and the questionnaires for both teachers and students. The questionnaire for students was described and analysed separately in tables and graphs and then discussed intensively. However, the teachers' questionnaire was described and discussed.

Concerning whether or not teachers of civilisation give importance to teaching culture, the data collected from the classroom observation, the students and teachers' questionnaire show that teachers of civilisation teach culture through civilisation. These findings answered the first question.

## **General Conclusion**

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Concerning the second findings regarding the way of teaching culture it was revealed from students' questionnaire and classroom observation that the way of teaching culture was not considerably helpful in teaching culture because techniques and materials used by the teachers of civilisation such as lecturing were not appropriate to understand culture, This answers the second question.

Concerning the teaching materials, teachers suggested some modern teaching materials such as the use of technology such as E-learning and video as visual aid in particular.

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# Appendices

## Appendices

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### TEACHERS' QUESTIONNAIRE

Dear teacher

This questionnaire is to further the investigation of teaching civilisation to foreign language learners' and cross-cultural influence from teachers' point of view.

I would be so grateful if you could answer the following questions to help me in my study for the fulfillment of Master degree in English civilisation and literature.

1- How long have you been teaching civilization?

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2- What do you think the main objectives of teaching civilization are?

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.....  
.....

3- Do your students enjoy the learning of civilization? Why?

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.....  
.....

4-Do you focus on cultural aspects, historical facts or both? How?

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.....  
.....

5-What are the teaching methods and techniques that you use in teaching civilization?

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6-What teaching materials you use in teaching civilization?

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6-Would you suggest any other teaching materials that help in teaching of civilization?

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## Appendices

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### STUDENTS' QUESTIONNAIRE

Dear Students,

This questionnaire concerns a study about the influence of cross-culture on teaching civilization to foreign language learners. I would appreciate if you could find time to answer all the questions of the present questionnaire. So, please have the kindness to provide me with the necessary answers either by ticking the appropriate box or by making full statements whenever necessary.

Thank you in advance for your collaboration.

Miss, Safi Shahrazade

1- Why do you think you are learning civilization?

- To enhance your English proficiency
- To comprehend the history of British people
- To understand the culture of British people
- To be aware of the differences between your culture and the target culture.
- Others

2- Do you enjoy civilization courses ?

- Yes
- a little
- Not at all

If no, why?

- The content is inadequate
- The way of teaching is boring
- The teaching materials are not interesting

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Other reasons

3- Does the way of teaching civilisation course help you understand the target culture?

Yes                       No                       a little                       Not at all

4- Does the way of teaching civilisation help you to be aware of the differences between your culture and the target culture?

Yes                       No                       a little                       Not at all

5- Which of the following teaching materials that are used by your teacher of civilization?

- audio
- Visual aids (video, postcards, maps...)
- Board

6- Do you think that the teaching materials used by your teachers of civilisation are good enough for learning culture?

Yes                       No                       a Little                       Not at all

7- What attracts you more in civilisation courses ?

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## Abstract

At present, cross-cultural communication has become important; the teaching of civilisation at the EFL Department is supposed to improve students' intercultural skills. This study aims at investigating whether or not teachers of civilisation integrate culture, and what are the appropriate techniques and materials they use in teaching. The method used in this study includes students and teachers' questionnaires, and classroom observation, where students' interaction with teachers is taken into consideration, also their attitudes and views about the techniques and materials their teachers use in class. It also included teachers' view about teaching culture and civilisation. The findings of this research have shown that teachers of civilisation dealt with the main cultural aspects when teaching civilisation. They also have revealed that the way of teaching culture requires appropriate materials and techniques in order to integrate culture in teaching civilisation properly.

## المخلص:

في الوقت الحاضر، أصبح التواصل بين الثقافات مهماً، ومن المفترض أن يؤدي تدريس الحضارة في قسم اللغة الإنجليزية كلغة أجنبية إلى تحسين مهارات الطلاب بين الثقافات. تهدف هذه الدراسة إلى التحقيق فيما إذا كان مدرسو الحضارة يدمجون الثقافة، وما هي التقنيات والمواد التي يستخدمونها في التدريس. تضمنت الطريقة المستخدمة في هذه الدراسة استبيانات الطلاب والمدرسين، وملاحظة الفصل، حيث يتم أخذ تفاعل الطلاب مع المعلمين بعين الاعتبار، وكذلك مواقفهم وآرائهم حول التقنيات والمواد التي يستخدمها المعلمون في الفصل، كما شملت وجهة نظر المعلمين حول تدريس الثقافة والحضارة. أظهرت نتائج هذا البحث أن مدرسي الحضارة تناولوا الجوانب الثقافية الرئيسية عند تدريس الحضارة. كما أنها كشفت أن طريقة تدريس الثقافة تتطلب مواد وتقنيات مناسبة من أجل دمج الثقافة في تدريس الحضارة بشكل صحيح.